**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Art** | **Date 01/30/2014** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Lily Glass, Jay Schultz, Mark Hudelson, Mike Steirnagle, Doug Durrant, Sasha Jonestein, Michael Hernandez, Ingram Ober, Fred Levine** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Palomar College Art Department is to create a challenging and inspiring learning environment that educates our diverse student body in Art History, aesthetic awareness, and provides a strong foundation in the techniques and processes of producing visual art.**  **We are committed to providing programs and art facilities that promote the integration of the making of Art with its critical interpretation and history. We offer studio courses in Two-dimensional, Three-dimensional and Digital Arts that are designed to not only address technical development, process comprehension, and material sensitivity, but to emphasize content, concept and cultural framework, historical as well as contemporary. Our Art History offerings are designed to meet the highest academic standards for transfer. They introduce and expose both Art and Non-Art majors at Palomar College to theoretical concepts, diverse cultural identities and historical and global developments in all branches of the Visual Arts, while at the same time developing their aesthetic awareness.**  **We welcome and encourage interdisciplinary approaches within and outside of the department, and seek to provide well rounded  two-year degree programs for transfer while also preparing students for careers in the Visual Arts.**  **We strive to provide an all inclusive and supportive academic atmosphere that fosters creative growth, critical thought and intellectual dialog while building a strong technical basis of knowledge and skill.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The mission of all of our programs in Art are aligned with the mission of Palomar College.**  **Our goal is to create a challenging and inspiring learning environment that educates our diverse student body in the Two- dimensional Pictorial Arts, the Three-dimensional Arts of Ceramics, Sculpture and Glass, and in Art History.**  **Our Studio programs are based on the development of aesthetic awareness within contemporary, historical and cultural context, while providing a strong foundation in the techniques and processes of producing Two- and Three-dimensional works of Art and our Art History program is focused on transfer-readiness and general education.**  **We are committed to providing programs and facilities that promote student learning through the most current methods, technologies. and practices.**  **We welcome and encourage interdisciplinary approaches within and outside of the department, and seek to provide well rounded two-year degree programs for transfer, meet the needs of life-long learners and also prepare students for careers in the Visual Arts.**  **We strive to provide an all inclusive and supportive academic atmosphere that fosters creative growth, critical thought and intellectual dialogue while building a strong technical basis of knowledge and skill.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **We planned to review and revise our curriculum in regard to the AA degree programs in Pictorial Arts, Three-Dimensional Arts and Art History. We also added a transfer model curriculum in Art History and Studio Arts.**  **In revising our AA degree and our courses in Pictorial Arts we considered the need to carry our existing SLOs into the curriculum of the new significantly streamlined Program.**   1. **How did you implement and evaluate those curriculum changes?**   **We reviewed CORs of the TMC and collected all relevant information from CSU and UC Art programs prior to making our curriculum changes in both Pictorial Arts and Art History. We then rewrote and updated the entire curriculum in Pictorial Arts/Painting, eliminated outdated courses and were able to update and condense existing ones to streamline the degree program in Painting, reducing the units needed for completion from 48 to 36. As part of the program revisions we were also able to change our nomenclature to assure that it reflected that of C-ID as much as possible. We eliminated the AA in Printmaking entirely since we determined that it did not offer sufficient opportunities for transfer. The changes we made in Pictorial Arts/Painting now eliminate the potential for combined sections exceeding a level 1/level 2 pairing and make us compliant with State requirements. We also revised and reactivated existing courses necessary for the TMC Art History.  The Art History TMC has been completed and is ready for entry in the Fall of 14.**  **The AA degree in Pictorial Arts/Painting will be implemented in Fall of 14, and hopefully at that point we will be able to create a TMC in Studio Arts, as well. Since the changes we made will not take effect until the Fall 2014 semester, we will not be able to start a new evaluation process by tracking success and retention rate data, evaluating SLO results, and considering student and instructor feedback until then.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **In Pictorial Arts we made scheduling changes tied to our updated program, eliminating deleted course from the Fall 2014 schedule and changing meeting patterns and room assignments for a number of the revised courses. We also adjusted our rotations, allowing for a smooth two year progression through the AA degree program that is most effective in terms of sequencing, assuring that student learning in each course is built on the experience accumulated in the previous semester, or works hand in hand with the courses taken at the same time.**     1. **How did you implement and evaluate those class scheduling changes?**   **We based our decisions on enrollment data from the last three years, taking room usage into account. Those changes will not take effect until the Fall 2014 semester.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We articulated the need for one additional faculty in the Three-Dimensional Arts/Glass**  **and one additional faculty in Art History.**  **The need for an additional faculty in Pictorial Arts was not articulated.**   1. **What is the current status of the plan you articulated?**   **We were able to hire one full-time faculty in the Three-Dimensional Arts/Glass.**  **Michael Hernandez is currently in the first year of his tenure evaluation.**  **We were not awarded a full-time hire in Art History.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **We received a total amount of $112,000**   1. **How were those funds spent?**   **The bulk of the funds, $91,000, have not been spent as of now.**  **These funds are allocated for 5 Smart class Mac platform digital lecterns for our Studio classrooms and an 80" Smart TV for our Lecture Hall classroom. We have spent the Fall semester discussing exact needs for each room and are now at the point where we can move forward, in the hope that the infrastructure of our facilities permits installation appropriate for our various learning environments.**  **$9600 was spent on four laptops for our two Art History and two of our Three-Dimensional Arts faculty.**  **$7200 was spent on a custom-built replacement Spray Booth for Three-Dimensional Arts/Ceramics.**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **N/A ?**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Two of the laptops were purchased for our two Art Historians, who use them as their primary tool of instruction.**  **Student success and SLO results were improved by better delivery of their course content-- images, presentations and online materials in the classroom.**  **The other two laptops were purchased for two of our Three-Dimensional Arts faculty, who also have seen marked improvement in outcomes due to updated presentation technology.**  **The Spraybooth was installed over Christmas break and there has not yet been an opportunity for use.**  **Once installed, the Smart class Mac platform digital lecterns will positively affect methods of instruction, student learning and SLOs in every single one of our classes, since as of now we have extremely limited abilty to use technology as a major tool of instruction.**   1. **Number of students affected**   **Currently 400+ in Art History, 150 in Ceramics, and soon 1500+ department wide**   1. **Other**   **We were unable submit requests that addressed needs of the entire department.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **We requested a $5000 Pug Mill for the clay-mixing area in anticipation of the future addition of a kiln yard.**  **This would allow us to recycle excess clay that currently goes to waste, and would benefit our students by allowing them to save money and by affording them a greater understanding of the clay manufacturing process while also increasing their environmental awareness.** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **Our enrollment continues to be exceptionally high, at over 102% of capacity. In the last three years we have seen a moderate decrease in enrollment, which we attribute to the effects that repeatability has had, especially on our very skill-based programs in Three-Dimensional Arts and in Painting. Linked to the same cause are the decrease of WSCH from historically over 8000 down to 7,521.**  **Our Course Success and Retention rates are exceptional, which we in part attribute to the individual attention we offer our students, particular those who struggle.**  **Overall Pass Rates hold very high at 76% with fluctuations that appear to be cyclical . The same cycle is reflected in very slight dips in our Retention rates, which are excellent, averaging 95 %. Our numerical analysis reveals that FW grades affect average Pass Rates significantly enough to explain the correlation of dips in Retention Rates and Pass Rates.**  **Of great and pressing concern is that 9.12 of the total FTEF are generated by adjunct faculty compared to 6.05 FTEF by Contract Faculty. The data give a skewed impression, as the majority, in fact all recent hires of the last 20 years, teach in Three-Dimensional Arts, resulting in high Contract FTEF there, while Pictorial Arts and Art History, the programs that comprise 85% of the enrollments in the Art Department. by themselves would show much higher contrast in numbers of Part-Time vs. Contract FTEFs. The same is true for ArtI and ArtD.**  **One area where we hope to see improvement is in Degrees awarded. Many of our students transfer to four year schools, but few complete their degrees in the process. We have not only streamlined our program in Pictorial Arts/Painting, are in the process of doing the same in Three-Dimensional Arts, and are adding a TMC in Art History this fall, but we are producing materials to help guide students through the process at an early stage in their arrival at Palomar. We will also discuss the benefits of getting a degree prior to or simultaneously with transfer (financial benefits as well as advanced standing at the transfer school).**    **Does this data reflect your planning, goals, and activities? If not, why?**  **The data reflects the overall success of our program, but it also points to the areas that we hope to improve. Our goal is to continue on our path of growth and to increase the number of AA, and soon TMC degrees awarded. The streamlining of our programs, the addition of TMCs and changes in curriculum should have an impact on the number of degrees completed as well as improve student retention by providing clear direction and a precise and reasonable timeline. We also expect a corresponding higher Transfer Rate.**  **Currently our enrollment potential is limited by our facilities. Rooms and facilities are at maximum usage, and we don't have the option of adding more sections of the fundamental classes that would filter additional students into the upper-level courses. At the moment both Pictorial Arts and Art History operate with two Contract faculty only, serving 1,300 students per semester on average. Our main goal is to increase this number to four total as soon as possible. We plan on increasing oversight of our Part-time faculty and involving them further in the SLO process and in planning. All agree that our programs will gain most successes in the long term in collaboration with at least two additional Contract faculty.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **We added multiple SLOs in Pictorial Art/Painting, focusing on very specific evaluation of technical skill, mastery of tools and materials, composition, concept and content, comprehension and classroom performance.**  **We were able to enter SLOs and results for multiple sections of courses so we could get a thorough assessment of the program as a whole, with both technical and academic content in mind. SLOs were entered for all existing and newly added Art History courses. The SLOs in all other programs were midway in their assessment cycles and are not scheduled for entry of new results until the end of the Spring 2014 semester.**  **We also reviewed and revised Program SLOs so they could function as a more successful method of assessment.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Our students on the whole perform at high levels of technical proficiency; however, there are several areas that should be addressed. Any shortfalls in the area of academic study, research and writing, as well as in discourse, point to the on-going problems in the set-up of our classrooms. Our "Lecture Hall" classroom where we conduct five to six Art History courses daily, serving 420 students twice a week, does not have theater seating, and the students sitting in the back four rows are simply unable to see a third of what is projected on the screen. This greatly affects learning and outcomes.**  **Our classroom configurations and studio set-ups make any kind of discussion nearly impossible, not only because of out-of-date furniture, classroom equipment and layout, but also because of acoustics. Lectures and critiques are affected by this as well especially during the summer months when we need to run very loud antiquated air conditioners and conduct classes with open doors, another cause of noise and distractions.**  **In addition to those factors, the noise level gets greatly affected by extremely loud 30-year-old workshop equipment in the Three-Dimensional Arts facilities.  The Pictorial Arts/Painting SLOs yielded similar results as Art/Illustration: a universal problem seems to be linked to demonstration space. When assessed immediately after demonstrations, a mere 60% of students were able to repeat the demonstrated task because they could not see or hear instructions.**  **Another area in which Pictorial Arts/Painting SLOs show poor results can be related to inadequate lighting  in C1 and C2, as it is in C3. Over the years there has been a consistent weakness in the ability of students identifying and generating distinct and controlled warm and cold temperature variants of hues in color theory and painting classes, clearly caused by the fact that the Studio Art rooms are not equipped with color balanced studio lights, and only two of them have windows, however unfortunately placed.  SLO results of the last assessment cycle in the Three-Dimensional programs showed information that most definitely is linked to faulty 30-year-old equipment and facilities that were designed to meet the needs of the Department then-- 30 years ago.**  **We are challenged to provide 21st Century education and training in the Arts in an environment that is a remnant of the past, and this affects our outcomes. For instance, learning outcomes in all Ceramics courses depend on the assessment of successfully completed projects. Student work not being intact after firing in antiquated kilns clearly has a negative effect, in terms of SLOs, and more importantly in terms of demotivation to learn when too many efforts are futile. The same holds true for our students in Glass. Their ability to work and learn is dependent on the instructional equipment they use, and it is, like everything else, 30 years old. The equipment produces poor results and does not contribute to a healthy nor an energy efficient environment. Our sculpture facilities also suffer from an inadequate infrastructure. We are trying hard to come up with solutions to circumvent and avoid problems while teaching the number of students that meet class size requirements but that exceed the space of the facilities. Again, this impacts SLOs. Students are not able to adequately follow instructions.**  **We also observed variance in SLOs from different sections of courses throughout our programs, a clear indicator of variations in individual Instructors' strengths as well as perhaps inadequate CORs.**  **Since our previous round of assessments we have rewritten the courses and the AA degree program in Pictorial Arts/Painting to update, optimize and condense content. We also are ready to enter a TMC in Art History this Fall. Hopefully the new CORs will assist in producing more consistent SLOs. In addition, we are increasing Peer Evaluations for our adjunct faculty, who teach the majority of our classes, a situation that in and of itself is problematic.**     1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **We evaluated the Program SLOs for Pictorial Arts/Painting during our curriculum review last Fall. The program SLOs at the time were not structured to function as a useful tool to collect enough valuable information and they had to be rewritten so they would help us in our assessment process. We did this in tandem with our curriculum/degree program changes last semester, and we will be able to start inputting results this Spring.**  **Program SLO results for all other programs are also scheduled for input this Spring.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **As a Department we have considered information from as many different sources as possible, State legislation being one of the primary sources, together with NASAD, the national accrediting agency for art and design and art and design-related disciplines. We referred to the statistical research, policy analysis and curriculum requirement standards they provide in evaluating how our programs align with four-year programs (public and private) nationally, as well as at the State level. We also closely examined the degree programs and curricula of the CalState and UC schools we feed into to ensure our alignment there, and stayed current with four-year programs offered by the major private schools in the field, including their entry portfolio requirements.**  **We relied on C-ID for all information regarding the TMC.**   1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   **Our curriculum and program updates will ensure student success, current and future, especially as far as Transfer Rates are concerned. We are confident that we are on the way to offering the best combination of courses to prepare them for Transfer in all of our programs not only in terms of transferability of credits, but also in terms of the knowledge base, skill range and content that is required for admission by private Art schools, and increasingly so, by State schools as well.**  **The revised Pictorial Arts/Painting program at Palomar College affords the students the necessary technical and academic fundamental skills to assemble well-rounded entry portfolios in two years, while at the same time earning to greatest number possible of Transfer credits. Curriculum is 100% aligned with TMC content wherever possible. Pictorial Arts/Painting courses, in addition, are a fundamental part of both of the career/technical disciplines in the department and contribute greatly to student success there. Because our outcomes are linked, we have assessed the three Two-dimensional programs and courses together and have rewritten them in collaboration. In Pictorial Arts/Painting the faculty are proud to not only support and instruct students intending to enter the Fine Arts, but also allowing career/technical-oriented students to build their fundamental skills in Drawing and Painting. It is this combination of three programs working completely hand in hand following our assessments that we are very proud of. Together we serve 600-700 students per semester, and our planning will affect them all, in terms of Transfer Rates, as well as in preparing them for immediate entry into the workforce.  We are also truly excited to be able to offer a TMC in Art History. The program and its courses have been evaluated and updated regularly. The latest development of a very comprehensive and well-balanced Transfer Model Curriculum, consisting of the courses that the Art History faculty have very successfully developed over the years will benefit the 700+ students who are enrolled in our Art History classes a great deal and should substantially increase Transfer Rates. We are very glad to be able to contribute to the department and the division by offering an outstanding Art History degree program for transfer.**  **The programs in Three-Dimensional Arts are next in line to being restructured and revised.**  **The process is currently in the assessment stage of planning, and we look forward to the outcomes and resulting developments. Especially the courses in Three-Dimensional Arts have been severely affected by repeatability, and while curriculum and programs and courses will have to be very carefully redesigned to ensure their continued success in this new educational climate, we see this as an opportunity to benefit our students long term.**  **Once all of our curriculum and program revisions are completed, the department will be able to offer a TMC in Studio Arts, which will be helpful for the students wishing to transfer into four-year programs in Art without having decided on their specialization, or for those intending to major in Art Education K-12, as the TMC satisfies those Program requirements by combining courses in Two- and Three-Dimensional Arts.**  **Art Education is something we have not yet addressed in the Department, and it is through our research that we have become aware of the need.**  **Because of the clarification and renewed focus on fundamental skills and transferability, and by adding TMCs we believe we will be able to increase success rates and broaden our base of learners, hopefully off-setting at least some of the damage state legislation has done to our Department.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Our greatest strength is our spirit. We are a Contract faculty of seven in the Discipline, and nine in the Department, serving and affecting the lives and educational careers of over 1500 students in multiple sections of close to 60 courses per semester. We do so in a learning environment that does not provide enough classroom space, is in a terrible state of disrepair, outdated, and dangerous, and yet our achievements are many. Our students perform at high rates of success, and our Retention and Transfer rates are outstanding.**  **Our students leave their mark here, in the four-year programs they attend and in the world after they graduate.**  **They see themselves as members of a community, and form strong friendships that outlast their stay here, carrying their "Palomar Experience" with them wherever their creative paths might take them.**  **The atmosphere we are able to create is one of joy and caring, open-minded exchange and tolerance while allowing also for opposing views, critical thought, questioning and creative exploration.**  **Our students immerse themselves in tradition and engage in experimentation artistically, and push their intellectual boundaries academically. We blend history, fundamental skills and technology, consider concept and content, and we do so inspiringly.**  **Integration of curriculum among our programs and the disciplines provide students with a broad and solid foundation and ensure their ability to successfully transfer into four-year degree programs in the Arts, Private and State.**  **Our gallery and Pottery sale for years has drawn the community to Palomar College. We have on numerous occasions collaborated with Performing Arts in Theater, Dance and Music. Our faculty have designed printed materials college wide, most notably for the LBGT Resource Center, PC3H, and recently in collaboration with the Journalism department and students, the Impact magazine. Art Students enter Bravura, and over the years they have formed a number of clubs-- one still in existence eight years after all members have moved on and completed four-year degrees.**  **Our faculty are world class. They show their work locally, nationally and internationally as Painters, Sculptors Ceramicists and in Glass. They participate in national and international residencies, are involved in organizations in the Arts locally and keep abreast of contemporary concerns through their own participation and practices. Our Art Historians bring a level of excellence to our classrooms that is unparalleled. Not only do they instruct large numbers of students very effectively, but they also are world-class educators who have taught not only abroad in association with Palomar College, but have done so independently upon request by well-renowned Universities during their sabbaticals.**  **Our adjunct faculty is of high caliber in their achievements. We also are pleased and grateful to collaborate with them through regular interaction and dialogue, as much as we are pleased to work with and appreciate the support of our staff. We are not aware of another Community College Art program that is able to provide such a scope of knowledge and international educational background in all its courses and programs.**  **In addition we are able to synthesize and benefit from the experience of multiple generations of instructors and students, and value the combined wisdom that has been accumulated and shared in over four decades of teaching and learning.**  **The Palomar College Art Department's courses in Drawing and Painting, Digital Arts, Design and Illustration, Sculpture, Ceramics, and Glass are rooted in a solid Art History program-- and it is this breadth, offered nowhere else, that sets us and the college apart.**       1. **Weaknesses**   **Our current Three-Dimensional Arts programs and curricula are outdated, don't address transferability enough and rely on too many combined sections for sufficient enrollment. We also don’t see as much consistency in SLOs from different sections of courses as hoped for, and we would like to see an increase in the AA degrees awarded in those programs.**   1. **Opportunities**   **In our weaknesses and challenges, we find several of our opportunities. As we are entering into the process of restructuring the Three-Dimensional Arts courses and programs, we are opening the door to major improvements. We see a great opportunity to redefine and revitalize the area, reduce the units required for completion; and compensate for the negative effects repeatability has had on enrollment, while at the same time increasing transferability. Three-Dimensional Arts students will have different direction and focus as they progress towards streamlined AA degrees, and we will likely see higher completion rates. The program changes will also address the problem of excessive combined sections, and will allow us to consolidate courses without losing additional enrollment by virtue of adding transferability incentives and by the establishment of proper rotations. Due to our recent full-time hire in Three-Dimensional Arts we will be able to develop the Glass program in particular, increasing its strength, visibility and unique position in San Diego County.**  **In Pictorial Arts/Painting we are looking forward to re-establishing our reputation as a strong foundation program. We believe that the implementation of our updated degree will not only strengthen learning outcomes, but will contribute greatly to successes in ArtI/ArtD, whether those will be related to transfer, or to career/technical goals. 80% of the students in Pictorial Arts/Painting go on to commercial careers, and it is in our 3-program Painting/Illustration/Design combination that we see the greatest opportunities for growth in numbers and in success rates for Art Students, in terms of education and in terms of career opportunities. 2-D and 3-D digital skills built on the foundation of strong traditional training and principles in Drawing and Painting currently allow for the broadest range of opportunities in the Visual Arts and best prepare our students for success.**  **We also view the upcoming TMCs as a great opportunity, especially in Art History.**  **In addition to serving students enrolled in Studio Art programs and offering general education courses, we will be able ro prepare students for transfer into four-year degree programs in Art History. The total number of students enrolled in Art History courses will increase, as well, because of the addition of four more courses that are required for the degree.**  **The TMC in Studio Arts will provide the opportunity to address and serve the "general Art student," whose goal is to transfer, but who has not yet decided on a particular area of study.**  **The opportunity for us to further investigate our role in educating future K-12 teachers is also very interesting.**  **We are excited about our opportunities and committed to our department's success, growth and change.**   1. **Challenges**   **Our challenges are almost too big to put in words.**  **In the last decade we lost four full-time faculty who taught in Pictorial Arts/Painting, and they have not been replaced. The last faculty in the program was hired over 20 years ago... Currently the program is under the supervision of the two remaining senior faculty. Curriculum development, long-term planning and SLOs are strongly affected if only six courses out of 20 are taught by Contract faculty. There is not enough opportunity for long-term exchange of ideas, development and growth among committed and diverse faculty in the program. Since the majority of classes are taught by adjunct faculty, SLOs are inconsistent to say the least. The same thing holds true for Art History. The majority of courses are taught by adjunct faculty, who in contrast to Pictorial Arts demonstrate a high turn-over rate as they move on, seeking full-time employment at other institutions. This tendency unfortunately has a big impact on SLO results from year to year and section to section. Again, the last hire goes back 20 years. This is disturbing, especially as half of all students in the Department are enrolled in Art History courses-- 700 of them each semester.**  **Faculty deficits aside, we face challenges related to our facilities that are overwhelming.**  **They are hopelessly outdated, dilapidated, a true hindrance to student learning and hazardous.  Our students and and faculty are challenged year round by environmental concerns. Unbearable heat during the summer, multiple buckets in all of our studio classrooms to collect rain in the winter and students choosing to sit with their feet in water from a broken pipe that doesn’t get repaired for a week, just so they can learn and work in a classroom that doesn’t have enough seats. Studio furniture is so old that it breaks under regular usage, students literally falling off chairs. Easels collapse in class, as do drawing tables and benches and lighting is grossly inadequate.**  **Air conditioners are so loud that if they work at all it is impossible to lecture and be heard.**  **Especially in C5, the Art History room, students in the back rows are impacted, as the air conditioning units are located in back of the room. They have been "repaired" multiple times last semester alone, and still there is no real temperature control. Air conditioning in the Three-Dimensional Arts studios and workshops is linked to ventilation, and in addition to noise-levels and temperature, there are very serious air quality and filtration concerns. The materials used in Ceramics, Sculpture and Glass are associated with a variety of different hazardous particulates, none of which are properly filtered anywhere.**  **Throughout the entire complex, ventilation systems do not work well enough or at all to protect the health of our students, faculty and staff.**  **While leaking roofs in studio classrooms increase the risk for injuries caused by slipping and falling, the risks of severe leaks that result in large puddles next to electrical equipment and kilns seem potentially worse.**  **The entire semi-outdoor Three-Dimensional Arts facility with its 30-year-old furnaces and kilns, its questionable gas lines, mysterious shut-off valves and its cramped layout cannot serve the number of students we are required and want to educate safely and successfully.**  **All of our planning and efforts get us only so far if we don’t have the faculty, the tools, the equipment and the facilities that permit us to reach and exceed our potential. We have had to make challenges and limitations part of our curriculum. That is an unacceptable educational and institutional standard, a hindrance to student learning and embarrassing. The reputation of the college suffers from this, aside from the negative impact on the programs.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **We are looking forward to the development of our AA degree programs in the Three-Dimensional Arts and the implementation of our revised AA and TMC degree programs in Pictorial Arts/Painting and Art History.** |
| **Plans/Strategies for implementation** | **We are currently building the schedule, and plan to schedule meetings with our part-time faculty to explain and discuss the changes in curriclum and their impact on the Pictorial Arts/Painting program. The TMC Art History is ready to be entered into Curricunet next Fall and faculty in Three-Dimensional Arts are entering the 18 month curriculum process.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We expect to see more students on track to and completing our AA and TMC degrees and to see an increase in enrollment due to adherence to prescibed rotations and due to a larger course offering in Art History.** |
| **GOAL #2** | |
| **Program or discipline goal** | **We hope to hire one additional Contract faculty member in Art History**  **We also hope to hire one additional Contract Faculty member in Pictorial Arts/Painting.** |
| **Plans/Strategies for implementation** | **Pending district approval.** |
| **Outcome(s) expected (qualitative/quantitative)** | **The students would benefit tremendously from an additional full-time instructor in Art History, especially now that we are going to be offering four additional Art History courses as part of the TMC. The impact on student learning that can be made by a faculty member who can bring their academic background and expertise to at least five of the higher level courses is huge and would provide much improved consistency in learning. SLOs would very much be positively affected.**  **The addition of a full-time faculty position in Pictorial Arts/Painting would assure that there will be at least the absolute minimum of permanent faculty in an area that serves over 400 students per semester, especially as one of the two current instructors has been serving Palomar College for 42 years and may at some point consider retirement, leaving us with one full-time faculty out of the five we had 10 years ago.**  **The level of educational commitment that can be provided only by a highly qualified diverse tenured faculty would have enormous positive impact on planning for the department's future.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Complete update of our facilities.** |
| **Plans/Strategies for implementation** | **Pending district approval.** |
| **Outcome(s) expected (qualitative/quantitative)** | **1500+ Art students per semester would be able to take courses, study and earn AA, AS and TMC degrees in a learning environment that is safe, designed and equipped to serve their educational needs, and that prepares them for a 21st Century future in the Arts.**  **Our enrollments would rise because we would have the classroom space to add courses and sections. But it would also rise simply because more students would want to take Art classes. They would want to invest their efforts, their time, their energy and their money, often making great personal sacrifice, to learn in an environment that shows that students and faculty, are of value to Palomar College, to the community and to society.**  **Our visibility in the community and on campus would increase because we would have facilities that lend themselves to inviting the public to events and demonstrations, like a proper kiln yard for Ceramics, and redesigned Glassblowing and Sculpture facilities.**  **Students in Illustration and Graphic Design would be able to advance their degree of career/technical training by learning in classrooms that are designed to mirror the work environment they seek to enter, cross-disciplinary and designed to encourage collaboration with adequate room for traditional as well as high-end digital workspace.**  **The return to classical training in Drawing and Painting would be greatly supported by rooms that are conceived as Drawing and Painting Studios, with Atelier windows and lighting.**  **Art History students would not miss out on course content that is based on visual information, because they would be taught in lecture rooms with theater seating. They also wouldn’t have to run all over campus to find themselves in a computer lab for instruction because we would have more than one classroom for them in the department.**  **Morale would increase exponentially and so would motivation. The positive outcomes are too many to list, but the most significant outcome would be this: our faculty would be able to teach to their potential.**  **And this will affect 30,000+ students in the next decade, students who will be Artists, Designers and Educators of the future, and who will have had their start in the Art Department here at Palomar College.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Increase SLO data collection, entry and usage.** |
| **Plans/Strategies for implementation** | **With input from permanent and adjunct faculty, we would like to build and maintain a comprehensive database that will allow us to not only assess general learning outcomes, but put into place a cohesive matrix that will allow us to evaluate our programs on a yearly basis. This will require regular input of results for multiple sections offered of each course.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We expect to gain deeper insight into our department, programs and our courses, allowing us to identify potential weakpoints, challenges and problems in method of instruction. This hopefully will aid in creating solutions that will improve outcomes at the course, program and department level.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Our goals align with the Palomar College Mission very directly. We seek to provide an engaging teaching and learning environment for our diverse student body, and we do so through our programs, our course offerings, our outcomes and our excellent instructors. Our physical environment, however, is anything but excellent. Improvements and/or new facilities is our main goal. The discipline offers AA degrees and courses for transfer in the Two- and Three-Dimensional Arts, and in Art History, affording our students the opportunity to develop their technical skills and explore their creativity, fulfill general education requirements, develop aesthetic awareness and the opportunity to be enriched by cultural exchange.**  **We are absolutely committed to helping our students to achieve the learning outcomes to contribute as global citizens, especially creatively and effetively in an ever-changing world. To do this successfully it is crucial that we have a permanent faculty base that is diverse and strong enough in numbers to support and guide the students, the adjunct faculty and the program toward the future.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Our goal to hire two additional full-time faculty aligns with Goal 3 of the College's Strategic Plan: recruit, hire and support a diverse faculty who are committed to student learning and achievement.**  **We are addressing Goal 1, Objective 1.8 and 1.9 directly in our fourth goal-- Increase SLO data, entry and usage, something we are actually very excited about. Already this year we have come to greatly appreciate the benefits of having SLO data available to aid our planning process.**  **Our goal 3 is adressed by the College's Strategic Plan Goal 4: Facilities and Infrastructure, which states:**  **Ensure that existing and future facilities and infrastructure support student learning, programs and services.**  **Not only do our buildings and facilities not qualify, they actually hinder.**  **The Art Department needs new facilities.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **The Art Department needs new facilities.**  **The buildings are in a terrible state of disrepair, not only uncomfortably so, but dangerously so.**  **It is exceedingly difficult to year after year provide truly excellent instruction while instructional facilities are below sub-par. Our achievements speak to the quality of our faculty and students, and to their unending dedication to the cause, because our physical learning environment certainly is an obstacle.**  **We hope that after decades of neglect there finally will be College-wide dialogue and planning to address our concerns and that new facilities for our students will be made a priority.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **(35) Drawing/Painting studio equipment sets (easels, benches and stools)** | **3** | **4** | **1** | **The 30+ year old studio equipment in C1 needs to be replaced. Currently there are not enough easels, benches, and stools available for classes that are enrolled at up to 35 students consistently. The equipment that is available is in a state of terrible disrepair, and not only does student work get damaged when easels collapse, it is also dangerous. They are very heavy, and the enivronment is crowded, so not only one, but multiple students are affected every time this happens. Like the stools in C2, the stools in C1 can not be adjusted for heigth, and students do vary in how tall they are. Posture therefore is affected a great deal, which matters especially in classes that meet only once a week for 6.5 hours. Another concern is the welfare of older or disabled students, who are at especially high risk when stools, benches and easels collapse or break under them during class, or while they are moved out of the storage area, which as of now is dangerously "organized". The cobbled together existing equipment does not stack. Totally broken easels get leaned against walls for students to use in painting classes, while drawing students work on ancient contraptions that are neither drawing boards nor tables and were built in the department 30 years ago. They also have to function as taborets that hold paints, brushes and palettes in painting classes and hence are covered in paint, ruining more than one drawing student's work on a regular basis. It is very difficult to assess those outcomes.**  **The new equipment would ensure that each student in class has the workspace required to participate and complete class projects successfully.**  **Each set would consist of a folding easel with a removable tray to hold paint etc. (important for storage and cleaning), an adjustable heigth stool and a bench that has a tilting drawing board for the different uses in drawing classes. All items fold or stack, allowing for optimal storage and removal. They are easy and safe to set up and take down, and were designed for a classroom studio environment.**  **Replacing what cannot be called adequate classroom equipment/furniture in the least would affect every single SLO in every single class taught in C1, a room used by 180+ students per week. It aligns with the discipline's goal 3.**  **At the moment the relevant goal 4 of the strategic plan is not being met.** | **30,237.35** |
| **a2.** | **(48) Classroom furniture sets (adjustable split top drawing tables and stools),**  **C3** | **3** | **4** | **2** | **The 25+ year old classroom furniture in C2 needs to be completely replaced. The drawing table tops incline very unreliably, if at all, and we try to discourage our students from any attempt, because so many of them slam down with tremendous force, if not most cautiously handled.**  **The stools are unstable and can't be adjusted for height. This does not take into consideration that our students vary in height and that this creates a big impact on posture, but the fragility of the stools is of bigger concern. We have a very diverse student body, and especially our older and disabled students are at high risk when chairs collapse or wobble.**  **The new furniture will consist of split top drawing tables and adjustable heigth stools, both designed for use in an educational environment.**  **A split top drawing table allows for 2/3 of the table to be angled up, and the remaining 1/3 to stay level. This assures that the drawing paper or other material is raised while there still is a flat surface for water container, palette and brushes/tools.**  **The table top needs be raised enough for the student/artist to see their work as straight on as possible, similar to working on an easel. Work produced on a level surface will distort, and that truly affects every single outcome. If students try to work standing up because that is the only way to evaluate their work in progress, they put themselves at risk for hurting their backs. Studio classes are 3 hours long.**  **One common SLO in all of our courses assesses proper studio set-up practices. Can our students demonstrate how to correctly prepare surfaces, and organize and set up tools and materials? They must have aquired this knowledge to able to effectively organize their studio space after they transfer or professionally. These are the most fundamental skills every student and future artist needs, but currently it is simply impossible to properly teach.**  **100% of 100+ of Art students per week will be positively affected by providing them with the appropriate studio classroom furniture.**  **Infrastructure would then support student learning and our program as stated in the college's Strategic Plan goal 4 and establish a consistent 2D classroom standard within the department as the Illustration room C3 should be furnished exactly the same.** | **50,706.40** |
| **a3.** | **(2) Wet Dog Glass RDT560 Furnaces**  **w/ combustion/safety package, control panel, thermocouple** | **Goal 3** | **4** | **4** | **Relevant SLOs:**  **Art 280/Glassblowing Offhand 2**  **Lab Demonstration: Students will display competency at an intermediate level of skill and knowledge on techniques specific to glassblowing and glassforming.**  **Equipment and Tool Knowledge: Students will demonstrate competency and display safe, proper usage/technique of glass hand tools and equipment function at an intermediate level.**  **Results:**  **Students demonstrate success in large numbers in their knowledge of equipment function and the development of essential skills in the glass-blowing process. The current equipment can impede on the success of the students projects and their ability to form the glass.**  **Molten glass is the most essential student material. The furnaces are their means of having glass available for use on projects and overall studio development. Students are working with furnaces that are 10+ years old. This makes the quality of the glass they pay for,which arrives from vendor at a high quality, low, and at times unusable (due to cracking). Their efforts are, at times, wasted due to the poor quality of existing furnaces. Faculty and staff are consistently trying to overcome obstacles in dealing with this.**  **The proposed furnaces are incredibly safe, electronically controlled units that, due to their design and engineering, will likely save the school 40-50% of gas consumption from the current equipment. These furnaces often pay for themselves in a 7-10 year period, while providing the students the quality of material they are purchasing. These also provide the students with a greater knowledge of “green” options in the field and the sustainability of the glassblowing process through the use of smarter technology/equipment.** | **90,543.39** |
| **a4.** | **Trinco (Wet Dog Glass) PC 48X36/DP850-PC Sandblasting Cabinet** | **Goal 3** | **4** | **6** | **Relavant SLO:**  **ART 160/Glassblowing Offhand 1**  **Cold glass shaping and finishing: Students will demonstrate basic competency in the use of coldworking methods as a means of finishing/polishing and shaping glass pieces.**  **Results:**  **Students display a moderate level of competency due to the quality of equipment provided. Projects could be at a better quality and done more proficiently with proper functioning equipment. Time spent on projects can be drawn out due to consistent repairs and quality of equipment. This sandblaster replaces a unit that is utilized by the entire 3D area – Glassblowing, Stained Glass, Ceramics, Foundry, 3D Design, Jewelery/Metalsmithing.** | **6087.00** |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** | **(3) 15" Macbook Pro w/ retina display and apple care plan** | **Goal 3** | **4** | **3** | **One of our Contract faculty is currently using eight year old Macbook pro as their main presentation and lecture tool in the class room. It is long out of warranty, has been handed down twice and is likely to no longer function soon.**  **The instructor is not able to use most current software, because it isn't possible to upgrade the system software due to obsolete hardware.**  **All 90+ students in his classes are affected, especially should he no longer have the ability to show images while lecturing in Visual Arts courses.**  **One of the other two instructors works with a laptop that has been surplussed, and the last doesn’t have one at all.**  **All SLOs are affected, for a total number of 260 students.**  **This request aligns with our goal 3 and the College's strategic Plan goal 4.** | **7,200** |
| **b2.** |  |  |  |  |  |  |
| **b3.** | **Digital Ceramic Technologies, Desktop Color Decal Printer**  **Ricoh SP 430DN modified to print with ceramic toners**  **Supplies and accessories** | **Goal 3** | **4** | **5** | **ART 265/Ceramic Sculpture 1**  **Finishing techniques: Students will demonstrate the ability to appropriately select and execute finishing techniques that are consistent with the aesthetic and content of their work.**  **Results:**  **The students are demonstrating overall success with this aspect of their process but need to demonstrate significant improvement in diversity of application of glaze processes. In our Surface Design, Ceramic Sculpture 1&2, Ceramics 3, Production Pottery, and Stained Glass 1&2 classes, students need to begin exploring contemporary technology to achieve the surfaces and decorative possibilities in their works. The techniques currently available to students are traditional and do not represent advances and new technology in these fields. We are doing are students a disservice by not offering contemporary alternatives. This tool benefits a wide range of courses in the department.** | **7,995.00** |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**